



Dear 3rd – 5th Grade Parents and Guardians,

While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete daily.



Reading (30 minutes) - if you have access to online resources, your student can log into [Clever](#) to access district resources such as [Mc-Graw Hill Wonders](#), [Learning A-Z](#), [Scholastic](#), [Common Lit](#) (*click library in top left corner*) and [Spanish story options](#) . Resources have both English and Spanish options available. Please encourage your student to choose stories or articles to read. If you have reading materials at home, feel free to use those as well. After students are done reading, have your students tell you what their article or story was about. Students may also complete hard copy Reading activities as well. Reading packet options are available [here](#).



Writing (30 minutes)- if you have access to online resources, please visit [Scholastic Story Starters](#), [Story Jumpers](#) , or [Story Board That](#) for fun and creative story starters and writing prompts. Have students use these prompts and tools to create their very own story. Students can also write... a story about their feelings, their thoughts about what they are reading, a letter, or an information piece about something on which they are an expert. Writing packet options are also available [here](#) for students to write about what they have read.



Math (30 minutes) - if you have access to online resources, your student can log into [Clever](#) to access Imagine Math. A Math [scavenger hunt](#) is provided to encourage your student to find the math that is all around them. Visit [IXL](#) and [Cool Math](#) for practice and fun Math games. Math packet options are available [here](#).



Social Studies (20 minutes) - if you have online access, your student can log into [Clever](#) to access district resources. You will also find articles in both English and Spanish at [Tweentribune](#). Have students to read articles and complete the quiz. Also visit [Education.com](#), and [IXL](#) for interactive Social Studies activities. Social Studies packet options are available [here](#).



Science (20 minutes)- if you have online access, your student can log into [Clever](#) to access district resources. Visit [Energy Kids](#) to learn more about energy as well as games and activities. Visit [Optics for Kids](#) to learn about cool optical illusions and other activities. Visit [Ask a Biologist](#) for virtual field trips and activities. Science packet options are available [here](#).



Exercise (60 minutes a day) - regular exercise and movement is important to do every day. Movement helps you reduce stress, build strong bones and muscles, and helps you to be ready to learn! Try to get 60 minutes of physical activity every day. Visit [GoNoodle](#) for movement videos.

Estimados padres y tutores de 3º a 5º grado:

Mientras sus estudiantes están en casa, le pedimos que continúe colaborando con nosotros para garantizar aprendizaje. A continuación hay una lista de actividades que recomendamos que sus estudiantes completen diariamente.



Lectura (30 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a recursos del distrito como [Mc-Graw Hill Wonders](#), [Learning A-Z](#), [Scholastic](#), [Common Lit](#) (*haga clic en la biblioteca en la esquina superior izquierda*) y [opciones de historias en español](#) . Los recursos tienen opciones disponibles en inglés y español. Por favor anime a su estudiante a elegir historias o artículos para leer. Si tiene materiales de lectura en casa, siéntase libre de usarlos también. Una vez que los alumnos hayan terminado de leer, pídeles que le cuenten de qué trata su artículo o historia. Los estudiantes también pueden completar actividades de lectura impresas. Las opciones de paquetes de lectura están disponibles [aquí](#).



Escritura (30 minutos)- si tienen acceso a recursos en línea favor de visitar a [Scholastic Story Starters](#), [Story Jumpers](#) , o [Story Board That](#) para iniciadores de historias divertidas y creativas y mensajes de escritura. Haga que los estudiantes usen estas indicaciones y herramientas para crear su propia historia. Los estudiantes también pueden escribir ... una historia sobre sus sentimientos, sus pensamientos sobre lo que están leyendo, una carta o una información sobre algo en lo que son expertos. Las opciones de paquetes de escritura también están disponibles [aquí](#) para que los estudiantes escriban sobre lo que han leído.



Matemáticas (30 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para usar Imagine Math. Una búsqueda de matemáticas se puede encontrar aquí [scavenger hunt](#) para animar a su estudiante a encontrar las matemáticas que en todo su alrededor. Visite [IXL](#) y [Cool Math](#) para practicar y divertirse con juegos matemáticos. Las opciones de paquetes matemáticos están disponibles [aquí](#).



Estudios Sociales (20 minutos) - si tiene acceso en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a los recursos del distrito. También encontrará artículos en inglés y español en [Tweentribune](#). Los estudiantes pueden leer artículos y completar el cuestionario. Visite también [Education.com](#), y [IXL](#) para actividades interactivas de estudios sociales. Las opciones de paquetes de estudios sociales están disponibles [aquí](#).










Ciencias (20 minutos)- - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder los recursos. Visite [Energy Kids](#) para aprender más sobre energía, juegos y actividades. Visite [Optics for Kids](#) para aprender sobre ilusiones ópticas geniales y otras actividades. Visite [Ask a Biologist](#) para excursiones virtuales y actividades. Las opciones de paquetes de ciencias están disponibles [aquí](#).










Ejercicio (60 minutos al día): es importante hacer ejercicio y movimiento regularmente todos los días. ¡El movimiento te ayuda a reducir el estrés, desarrollar huesos y músculos fuertes, y te ayuda a estar listo para aprender! Intente realizar 60 minutos de actividad física todos los días. Visite [GoNoodle](#) para videos de movimiento.









<p>Access these programs from Clever at https://www.clever.com/in/maywood89</p>	
	Lexia Core 5 has literacy activities with tracked progress and customized lessons. K-5; App available
	Raz-Kids has online leveled books from basic to advanced. Students can record themselves and take quizzes. K-5; English and Spanish; App available
	Imagine Español has Spanish literacy activities with tracked progress and customized lessons. K-3; Spanish
	Imagine Math has math activities with tracked progress and customized lessons. K-5
	Wonders/Maravillas includes literature, vocabulary, writing, and grammar activities K-5; English and Spanish; App available (separate sign-in required—email teacher if needed)
	World Book A world of learning at your fingertips. Explore important people, animals, maps, science, and activities. K-8; English and Spanish
	Edgenuity Pathblazer includes Math and Reading activities linked to standards. K-8; Limited School Access

If you need login assistance with login information, contact your teacher through [email](#).






Additional Resource Links






Reading	
	https://classroommagazines.scholastic.com/support/learnathome.html Choose books, videos, and activities by grade levels
	https://www.thespanishexperiment.com/stories Children's stories in Spanish
	https://www.storylineonline.net/ Actors and Actresses read books with illustrations
	https://www.getepic.com/ 1000's of award winning books. English and Spanish Signup required, free 30 days
	https://newsela.com/ English; https://newsela.com/rules/spanish Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish
	https://www.tweentribune.com/ Informational text at different grade levels
	https://stories.audible.com/start-listen Free audiobooks for PreK-High school students



Online Magazines	
	Time for Kids http://www.timeforkids.com
	Scholastic News http://magazines.scholastic.com English https://classroommagazines.scholastic.com/spanish.html Spanish
	Highlights Kids https://www.highlightskids.com/
	Sport Illustrated Kids http://www.sikids.com
	National Geographic Kids http://kids.nationalgeographic.com



Writing	
	http://www.scholastic.com/teachers/story-starters/index.html Story Starter ideas by grade level
	https://www.storyboardthat.com/ Digital story telling with backgrounds, characters, and text


Dual Language	
	https://l2trec.utah.edu/news/utahdliathome/spanish.php Spanish and Dual language activities and resources

Math	
	https://www.coolmath4kids.com/ K-5 Math games, lessons, brainteasers
	https://minds-in-bloom.com/math-scavenger-hun/ K-5 Math scavenger hunt ideas
	https://www.khanacademy.org/math K-8 Practice early math through grade 8
	https://www.ixl.com/ K-8 Practice early math through grade 8
	https://www.mathgames.com/math-games.html K-8 math games by grade and topic

Science and Social Studies	
	BrainPop Jr https://jr.brainpop.com BrainPOP Español https://esp.brainpop.com BrainPop https://www.brainpop.com/ BrainPopELL https://ell.brainpop.com Animated educational videos and activities on many school topics K-8; App available (Username: district89; Password: brainpop2)
	https://www.eia.gov/kids/ Information and games about energy
	https://www.optics4kids.org/illusions Optical illusions
	https://blockly.games/ Programming games for kids
	https://www.education.com/activity/social-studies/ Social Studies activities by grade level

Health	
	https://www.gonoodle.com/ Movement and mindfulness videos
	https://aha-nflplay60.discoveryeducation.com/families Fun activities, videos, and virtual field trips

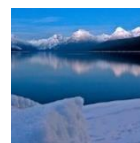
Art/Music	
	http://www.maywoodfinearts.org/?page_id=3043 Take an online class with Maywood Fine Arts
	https://colormandala.com/ Color mandelas online

For Parents	
	http://www.parenttoolkit.com/ English; http://www.parenttoolkit.com/home?lang=es Spanish Age level guides for academic, health, social emotional topics and video parenting guides English and Spanish

Virtual Field Trips/Tours

Use Google Earth to explore our National Parks.

[Badlands National Park](#)
[Death Valley National Park](#)
[Denali National Park](#)
[Everglades National Park](#)
[Glacier National Park](#)
[Grand Canyon National Park](#)
[Great Smoky Mountain National Park](#)
[Redwood National and State Parks](#)
[Rocky Mountain National Park](#)
[Yellowstone National Park](#)



Lesson ideas:

Choose a National Park. Record your observations, then choose to create one of the following:

- Design a travel brochure
- Write a newspaper article to describe the location and encourage travel there
- Create a map that shows the location of the national park

Zoos and Web Cams - Observe various zoo animals through web cams.

[Smithsonian's National Zoo](#)
[San Diego Zoo](#)
[Animal Planet Live](#)
[National Aquarium](#): Black Tip Reef Sharks, Jellies, and Pacific Coral Reef Live
[Seattle Aquarium](#): YouTube virtual field trip and lesson
[Seattle Aquarium Live Cams](#)



Lesson ideas:

Visit and observe an animal of your choice. Complete one of the following:

- Observe the animal for one week. Record these observations and then write a journal about the animal and its habits.
- Create an informative poster about the animal.
- Describe the animal's habitat.

[Planetarium](#) - Explore over 60,000 stars, locate planets, and watch sunrises and solar eclipses. If you enter your location, and you can see all the constellations that are visible in the night sky in your corner of the world.

[NASA Commercial Crew Virtual Tours](#) - YouTube series containing virtual tours of training facilities. Learn how the astronauts train for space travel and life aboard the International Space Station.

[Smithsonian Latino Center](#) - Features live broadcasts of Latina writers and virtual exhibits around latino cultures. Includes a Latino Virtual Museum Bilingual Teacher Training Took Kit that is now available online and via iTunes U.

Tour various locations from around the world.

[The Great Wall of China](#)
[Pompeii](#)
[Ellis Island](#) - this site also includes some additional activities

Lesson ideas:

Write a journal entry from about a journey to this location.
Create a travel brochure.

Take a trip to Walt Disney World and go on a virtual ride of some of Disney's famous attractions.

[Space Mountain](#)
[Splash Mountain](#)
[Test Track](#)
[Expedition Everest](#)
[Rock n Roller Coaster](#)
[Soarin'](#)
[Seven Dwarfs Mine Train](#)
[Rise of the Resistance](#)
[Mickey and Minnie's Runaway Railway](#)
[Slinky Dog Dash](#)
[Millenium Falcon/ Smuggler's Run](#)



Student eLearning Activities Log Week 8 – May 11 – May 14

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:	Mathia Reading packet Math packet PE Science experiment Raz-Kids Compass Learning	Reading packet Math packet Raz-Kids Art Imagine Math	Imagine Math Writing Virtual Tour Read a book Jumped Rope/Burpees	Imagine Math Reading packet Math packet Social Studies Music YouTube exercise video	
Activities/ Assignments					

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 8 del 11 de mayo al 14 de mayo

Nombre _____ Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:	Mathia Paquete de lectura Paquete de matemáticas Educación física Ciencias Raz-Kids Compass Learning	Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexía	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexía	Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio	
Actividades/ Tareas					

Firma de Padres _____ Fecha _____

Name _____

frustration	gazed	recycling	remaining
tinkered	conservation	discouraged	jubilant

A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

- | | |
|---|-----------------|
| 1. looked steadily at something | a. remaining |
| 2. feeling like just giving up | b. tinkered |
| 3. joyful or very happy | c. frustration |
| 4. the care of natural resources | d. jubilant |
| 5. still in a certain place | e. gazed |
| 6. putting things through a special process so they can be used again | f. discouraged |
| 7. made small changes to something | g. conservation |
| 8. feeling of not being able to do something | h. recycling |

B. Choose two vocabulary words from the box above. Use each word in a sentence of your own.

9. _____

10. _____

Name _____

Read the selection. Complete the point of view graphic organizer.

Details

↓

Point of View

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Name _____

Read the passage. Use the summarize strategy to check your understanding as you read.

The Jar Garden

12 Jesse had been living in the city with her family for nearly
25 three weeks. So far she had only met Hank, the boy from next
37 door. Every day they walked to and from school by an old
48 garden. One Friday they stopped and gazed in. Jesse was from
the country and could not bear to see the garden as it was.

61 “Look at this run-down place,” she said. “There’s garbage all
71 over. We can’t even enjoy it here.”

78 “We tried fixing the garden a few years ago,” Hank said.
89 “Soon though, it was filled with garbage so we had to desert it.”

102 Hank led Jesse to a small corner of the garden. Crushed plants
114 lay on the ground. A few garden tools and an old watering can
127 were there. Hank could see a tear come to Jesse’s eye.

138 “I miss my home in the country,” she said. “There are so many
151 open fields to run and play.”

157 Hank felt bad for Jesse and did not like the garden as it was
171 either. They agreed to meet back there early the next morning.

182 Hank was already at the garden when Jesse showed up the next
194 day. He was cleaning and had gathered jars into a pile.

Name _____

“People threw out all of these jars,” he said. “We should use them to start a new garden.”

Jesse agreed. They went to work picking up trash and gathering the remaining jars. As the day went on, Hank’s friends walked by and saw what they were doing. Hank introduced them.

“Nice to meet you,” Jesse said shyly, and continued working.

“I’m Katie,” one of Hank’s friends said. “We see that you’re trying to fix up the old garden. Can we help?”

Jesse could see that the garden was important to them too. They all pitched in to help clean. For planting, they filled jars with soil. Then they added seeds that Jesse got from her mother. They lined up the jars in a row and put water on them.

“Let’s meet here every day,” Hank said proudly. “We’ll make sure it stays clean this time.” They agreed and all went home tired.

Jesse’s new friends made her feel welcome. She wanted to thank them for all that they did.

The next Monday they all walked to school together. As they passed the garden, they noticed something. Jesse had rearranged the jars to spell out the word *Welcome*.

“What a wonderful way to enter the garden!” Hank said.



Name _____

A. Reread the passage and answer the questions.

1. A character often has a point of view about events or other characters in a story. In the second paragraph, what is a clue as to Jesse's point of view about the playground?

2. In paragraphs 6 and 7, what is Hank's point of view about Jesse and the playground?

3. At the end of the passage, what are Hank's and Jesse's points of view about cleaning up the playground and making a garden?

B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Musical Recycling

The Earth Day Science Fair was a few days away. Ted didn't have an idea for his project, though. The good ideas had been taken already. Ted frowned. He kicked an empty plastic jug and it hit the side of the school. It made a deep sound like a drum.

Suddenly, Ted had an idea. He found a smaller plastic bottle and tapped it. It made a higher sound. Ted laughed. He ran off to start work on his plastic bottle drum set.



Answer the questions about the text.

1. Realistic fiction tells a story that could happen in real life. What in this story could you find in real life?

2. What text feature does the story have?

3. What details about the character or events does the illustration show?

Name _____

Homographs are words that are spelled the same but have different meanings. Use context clues to help figure out the meaning of a homograph.

For example, the word *can* means *to be able to*. It also means *a type of container for holding things*. Look at the sentence below.

Crushed plants and an old watering can lay on the ground.

In this case, the underlined context clues help you to understand that *can* means “a type of container for holding things.”

Read each sentence below. Underline the context clues that help you understand the meaning of each homograph in bold. Then circle the letter of the correct definition of the homograph.

- Jesse was from the country and could not **bear** to see the garden as it was.
 - carry
 - manage to accept
 - a big, heavy animal with thick fur and a short tail
- Soon though, the playground was filled with garbage so we had to **desert** it.
 - treat after a meal
 - a dry area with sand and little water
 - to leave a place, making it appear empty
- As the day went on, Hank’s friends walked by and **saw** what they were doing.
 - a tool for cutting wood
 - disliked
 - took in with the eyes

Name _____

- Add the endings *-s*, *-ed*, and *-ing* to verbs to show when action happens: *helps*, *helped*, *helping*.
- For most words ending in a vowel and a consonant, double the final consonant before adding *-ed* and *-ing*: *drop*, *dropped*, *dropping*.
- For most words that end with *e*, drop the final *e* before adding *-ed* and *-ing*: *bake*, *baked*, *baking*.

A. Read each sentence. Circle the word with the correct *-s*, *-ed*, or *-ing* spelling. The first one has been done for you.

1. We (named) nameed) our new puppy Boots.
2. He is (hopeing, hoping) to win first place.
3. Someone (dropped, droped) the vase and broke it.
4. My little sister (racees, races) around on her tricycle.

A suffix is a word part that can be added to the end of a base word.

- | | |
|----------------------------------|---------------------------------|
| <i>-ful</i> means "full of" | hope <u>ful</u> = full of hope |
| <i>-less</i> means "without" | care <u>less</u> = without care |
| <i>-able</i> means "can be done" | us <u>able</u> = can be used |

B. Add the suffixes to the following base words. Write the word on the line. The first one has been done for you.

- | | |
|--------------------------------|------------------------|
| 1. tear + ful = <u>tearful</u> | 3. wash + able = _____ |
| 2. help + less = _____ | 4. cheer + ful = _____ |

Name _____

A. Read the draft model. Use questions that follow the draft to help you think about what sensory language you can add.

Draft Model

We went to a wedding this weekend. I did not have a suit to wear. My mom gave me my brother's old suit to wear. It did not fit, but I wore it anyway.

1. Where was the wedding? Whose wedding was it?
2. Why did the narrator not have a suit to wear?
3. What sensory details could you use to describe the brother's old suit?
4. What sensory details could be added to help readers picture the wedding?

B. Now revise the draft by using sensory language to describe the suit and the wedding.

Name _____

The student who wrote the paragraphs below used text evidence from two different sources to respond to the prompt: *Add an event to Bravo, Tavo! in which Señora Rosa describes how she fixed Tavo's sneakers. Use sensory language.*

"Hola, Tavo," said Señora Rosa shyly from behind the corn stalks. She had been hiding there. She was waiting for Tavo to discover the sneakers she had left for him. She was as quiet as a little mouse.

"Señora Rosa!" cried Tavo. "My sneakers are amazing. They are shiny and bright. They look like new. Thank you so much. I will be able to play basketball with the team again!"

"Oh, they are not new," smiled Señora Rosa. "They are just patched up. I gather the things people do not need. Old boots. Worn shirts. Torn blankets and backpacks. Then I use these things to bring other things back to life. I brought your sneakers back to life with the help of a blanket nobody wanted anymore and my silver thread. Just a patch here and there, and your sneakers were as good as new."

"You are a wonderful recycler, Señora. Thank you for bringing my shoes back to life. You really helped me," Tavo said gratefully.

Reread the passage. Follow the directions below.

1. Draw a box around an example of sensory language.
 2. Underline the words that tell where the event is taking place.
 3. Circle the text that shows us how Tavo is feeling.
 4. Write an object pronoun the student uses on the line.
-

Name _____

Answer Key

Homographs are words that are spelled the same but have different meanings. Use context clues to help figure out the meaning of a homograph.

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 - disliked
 - took in with the eyes

Name Answer Key

- Add the endings *-s*, *-ed*, and *-ing* to verbs to show when action happens: *helps, helped, helping*.
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- For most words that end with *e*, drop the final *e* before adding *-ed* and *-ing*: *bake, baked, baking*.

A. Read each sentence. Circle the word with the correct *-s*, *-ed*, or *-ing* spelling. The first one has been done for you.

1. We (named) nameed) our new puppy Boots.
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<i>-able</i> means "can be done"	use <u>able</u> = can be used

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B. Add the suffixes to the following base words. Write the word on the line. The first one has been done for you.

- | | |
|----------------------------------|----------------------------------|
| 1. tear + ful = <u>tearful</u> | 3. wash + able = <u>washable</u> |
| 2. help + less = <u>helpless</u> | 4. cheer + ful = <u>cheerful</u> |

Name _____

Answer Key

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"Oh, they are not new," smiled Señora Rosa. "They are just patched up. I gather the things people do not need. Old boots. Worn shirts. Torn blankets and backpacks. Then I use these things to bring other things back to life. I brought your sneakers back to life with the help of a blanket nobody wanted anymore and my silver thread. Just a patch here and there, and your sneakers were as good as new."

"You are a wonderful recycler, Señora. Thank you for bringing my shoes back to life. You really helped me," Tavo said gratefully.

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2. Underline the words that tell where the event is taking place.
3. Circle the text that shows us how Tavo is feeling.
4. Write an object pronoun the student uses on the line.

Answer: me

HOW TO USE THIS BOOK

180 Days of Math for Third Grade offers teachers and parents a full page of daily mathematics practice activities for each day of the school year.

Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of mathematical concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each mathematics lesson, or as homework.

Every third-grade practice page provides 10 questions, each tied to a specific mathematical concept. Students are given the opportunity for regular practice in each mathematical concept, allowing them to build confidence through these quick standards-based activities.

Question	Mathematics Concept	NCTM Standard
1	Addition or Subtraction	Understands meanings of operations and how they relate to one another; Computes fluently and makes reasonable estimates; Understands various meanings of multiplication and division; Develops fluency in adding, subtracting, multiplying, and dividing whole numbers; Understands numbers, ways of representing numbers, relationships among numbers, and number systems
2	Multiplication	
3		
4	Division or Number Sense	
5	Place Value or Fractions, Decimals, and Money	Understands numbers, ways of representing numbers, relationships among numbers, and number systems; Computes fluently and makes reasonable estimates
6	Algebra and Algebraic Thinking	Understands patterns, relations, and functions; Represents and analyzes mathematical situations and structures using algebraic symbols
7	Measurement	Understands measurable attributes of objects and the units, systems, and processes of measurement; Applies appropriate techniques and formulas to determine measurements
8		
9	Geometry or Data Analysis	Analyzes characteristics and properties of two-dimensional and three-dimensional geometric shapes and develops mathematical arguments about geometric relationships; Formulates questions that can be addressed with data and collects, organizes, and displays relevant data to answer them
10	Word Problem/Logic Problem or Mathematical Reasoning	Builds new mathematical knowledge through problem solving; Applies and adapts a variety of appropriate strategies to solve problems

Standards are listed with the permission of the National Council of Teachers of Mathematics (NCTM). NCTM does not endorse the content or validity of these alignments.

NAME: _____

DIRECTIONS

Solve each problem.

SCORE

1. (Y) (N)

1. $20 - 18 = \square$

2. (Y) (N)

6. $32 + \square = 51$

3. (Y) (N)

2. $8 \times 5 = \square$

7. _____ gallon(s) = 4 quarts

4. (Y) (N)

8. It will be 9:00 in ten minutes. Write the current time.

5. (Y) (N)

3. Seven times twenty is _____

6. (Y) (N)

9. Are these lines perpendicular?

7. (Y) (N)

8. (Y) (N)

4. What number follows 495?

Circle: yes no

9. (Y) (N)

10. (Y) (N)

5. $\$12.00 + \$8.00 + \$2.50 =$

10. A pizza parlor sold 72 pizzas one night. One-third of the pizzas were pepperoni. How many pepperoni pizzas were sold?

____ / 10

Total

NAME: _____

DIRECTIONS

Solve each problem.

1. $104 - 36 = \square$

2. $3 \times 12 = \square$

3.
$$\begin{array}{r} 40 \\ \times 4 \\ \hline \end{array}$$

4. How many 2s are in 18?

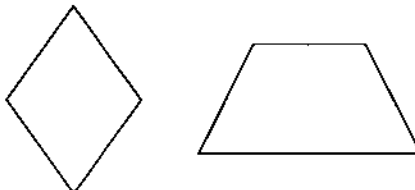
5. If you subtract 3 dimes from the coins below, how much money will be left?



6. Fill in the missing number.
61, _____, 55, 52, 49

7. Which is shorter: 5 inches or $\frac{1}{2}$ foot?

8. How many weeks are there in a year?

9. Circle the rhombus.


10. A good reader should recognize 99 out of every 100 words when reading. How many words should a good reader recognize out of every 1,000 words?

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

____ / 10

Total

NAME: _____

DIRECTIONS

Solve each problem.

SCORE

1. (Y) (N)

$$\begin{array}{r} 1. \quad 47 \\ \quad 14 \\ \hline + 23 \end{array}$$

2. (Y) (N)

$$6. \quad 2,500 + \square = 2,534$$

3. (Y) (N)

$$2. \quad 80 \times 1 = \square$$

7. How many minutes are there from 7:10 A.M. to 7:30 A.M.?

4. (Y) (N)

3. Eighty-two times one is

8. What month has the fewest number of days?

5. (Y) (N)

4. What is the odd number right before 720?

9. Flip this shape across the line of symmetry.

6. (Y) (N)

5. Is 1 greater than, less than, or equal to $\frac{9}{10}$?

10. I want to double a recipe that calls for $2\frac{1}{2}$ cups of flour. How much flour will I need to add?

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

___ / 10

Total

NAME: _____

DIRECTIONS

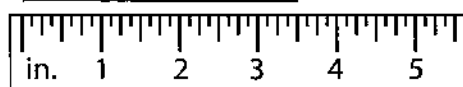
Solve each problem.

1. $47 - 16 = \square$

6. $\square \div 12 = 3$

2. If there are 5 boxes with 6 cans per box, what is the total number of cans?

7. Write the line length.

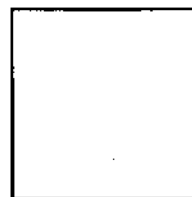


3.
$$\begin{array}{r} 18 \\ \times 5 \\ \hline \end{array}$$

8. Which is longer: a centimeter or an inch?

_____4. If 15 bones are shared equally between 3 dogs, how many bones will each dog get?

9. Draw all the lines of symmetry.

5. What is the value of the digit 3 in the number 2,443?

_____10. Timothy has \$15.45 in his wallet. He earns \$6.75 by helping his mom with chores. He buys a toy car at the store for \$5.15. How much money does Timothy have now?

_____SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

____ / 10

Total

NAME: _____

DIRECTIONS

Solve each problem.

SCORE

1. (Y) (N)

1. $34 + 56 = \square$

6. $45 \div 5 = 3 \times \square$

2. (Y) (N)

3. (Y) (N)

2.
$$\begin{array}{r} 50 \\ \times 3 \\ \hline \end{array}$$

7. Which has more mass:
a rooster or a feather?

4. (Y) (N)

5. (Y) (N)

3. Eighty times zero is

8. What is the perimeter of a
rectangular room that is
10 ft. x 12 ft.?

6. (Y) (N)

7. (Y) (N)

9. How many fewer people
like watching baseball than
basketball?

8. (Y) (N)

4. What number follows 593?

Favorite Sport to Watch

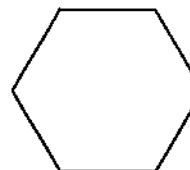
Soccer	Basketball	Baseball
237	475	362

9. (Y) (N)

10. (Y) (N)

5. What is my change from
\$1.85 if I spend 75¢?

10. Draw lines to divide the
hexagon into 3 equal parts.



___ / 10

Total

ANSWER KEY *(cont.)*

Day 161

1. 239
2. 32
3. 320
4. 9
5. $200 + 60 + 4$
6. 50
7. true
8. 10:09
9. Number of Sides: 5
Number of Angles: 5
Number of Lines of Symmetry: 5
Name of Shape: pentagon
10. 12

Day 162

1. 23
2. 60
3. 0
4. 682
5. true
6. 235
7. January
8. 9:30
9. cylinder
10. 7 crackers

Day 163

1. 13
2. 51
3. 40
4. 5
5. $4,000 + 500 + 10 + 2$
6. true
7. false
8. 12 inches
9. base
10. 231 students

Day 164

1. 12
2. 48
3. 7
4. 720
5. \$1.90
6. -
7. 7 feet

8. 2 in.
9. rectangle
10. 20 people

Day 165

1. 160
2. 9
3. 90
4. 6
5. 1,023
6. 1
7. shorter
8. yes
9. C
10. 32 cups

Day 166

1. 2
2. 40
3. 140
4. 496
5. \$22.50
6. 19
7. 1
8. 8:50
9. no
10. 24 pizzas

Day 167

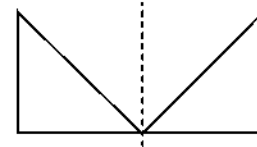
1. 68
2. 36
3. 160
4. 9 twos
5. \$0.80
6. 58
7. 5 inches
8. 52 weeks
9. The left shape should be circled.
10. 990 words

Day 168

1. 84
2. 80
3. 82
4. 719
5. greater than
6. 34
7. 20 minutes

8. February

9.

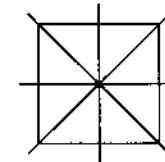


10. 5 cups

Day 169

1. 31
2. 30 cans
3. 90
4. 5
5. 3 ones or 3
6. 36
7. $3\frac{1}{2}$ in.
8. inch

9.

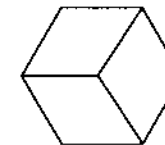


10. \$17.05

Day 170

1. 90
2. 150
3. 0
4. 594
5. \$1.10
6. 3
7. rooster
8. 44 feet
9. 113 fewer people

10.



Science

Where Do Plants and Animals Live?

by Kathryn Krieger



Before Reading

Make a KWL Chart

Before you read, make a KWL chart on your own paper like the one below.

Look at the pictures in this book. Read the headings.



Tell what you think the book is about.



Write what you know about ecosystems under the K.

Write what you want to know under the W.

K	W	L

After you read the book, finish the KWL chart. Write what you learned about ecosystems under the L.

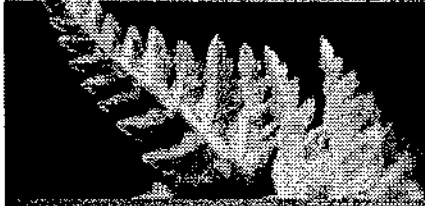
During Reading

ecosystem



ecosistema

producer



productor

habitat



hábitat

consumer



consumidor

population



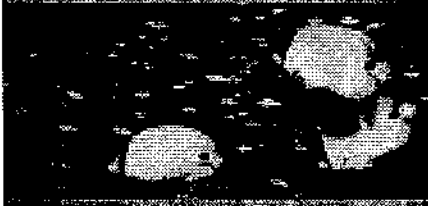
población

decomposer



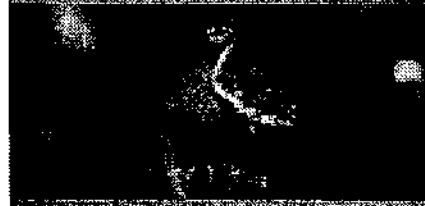
descomponedor

community



comunidad



adaptation




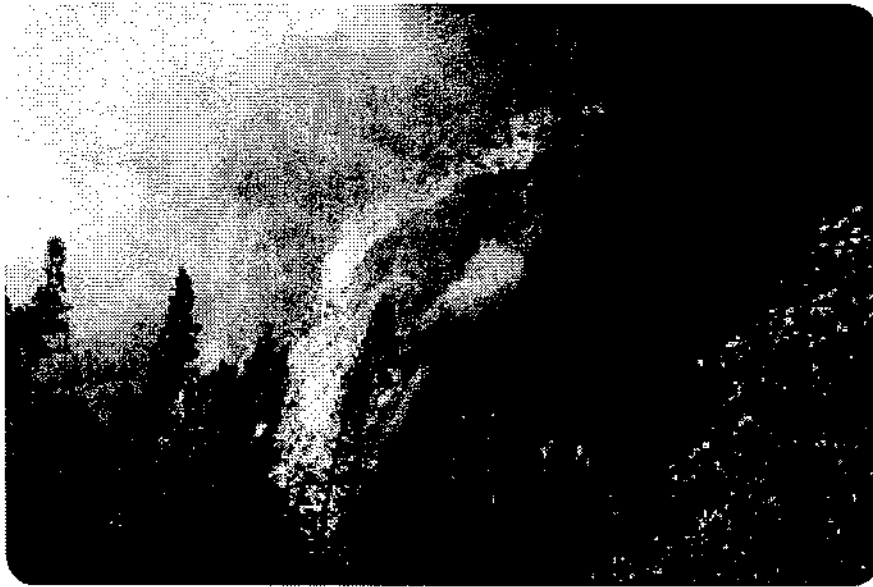
adaptación

During Reading

Do you understand?

 Write or  draw your answers on your own paper.

1. Draw a living part of an environment.
Then draw a nonliving part of an environment.
2. Draw a population of water animals.
Draw a community of water animals.
3. What are living things that make their own food?
4.  Write About Science
How can a forest fire help an ecosystem?



Places for Living Things

An environment is everything around a living thing. An environment has living parts. Some living parts are plants and animals. An environment has nonliving parts. Some nonliving parts are sunlight, air, water, and soil.

Parts of an Ecosystem

Living and nonliving parts of an environment act together. This makes an **ecosystem**. Living parts of an ecosystem depend on the nonliving parts. The living parts also depend on one another. A wetland is an ecosystem.

Grasses grow in wetlands. They need sunlight, soil, air, and water.

Raccoons eat plants and animals that live in wetlands.

Great egrets eat small wetland animals.

Water is a nonliving part of wetlands.

Some turtles live on land. Some turtles live in the water.



Habitats

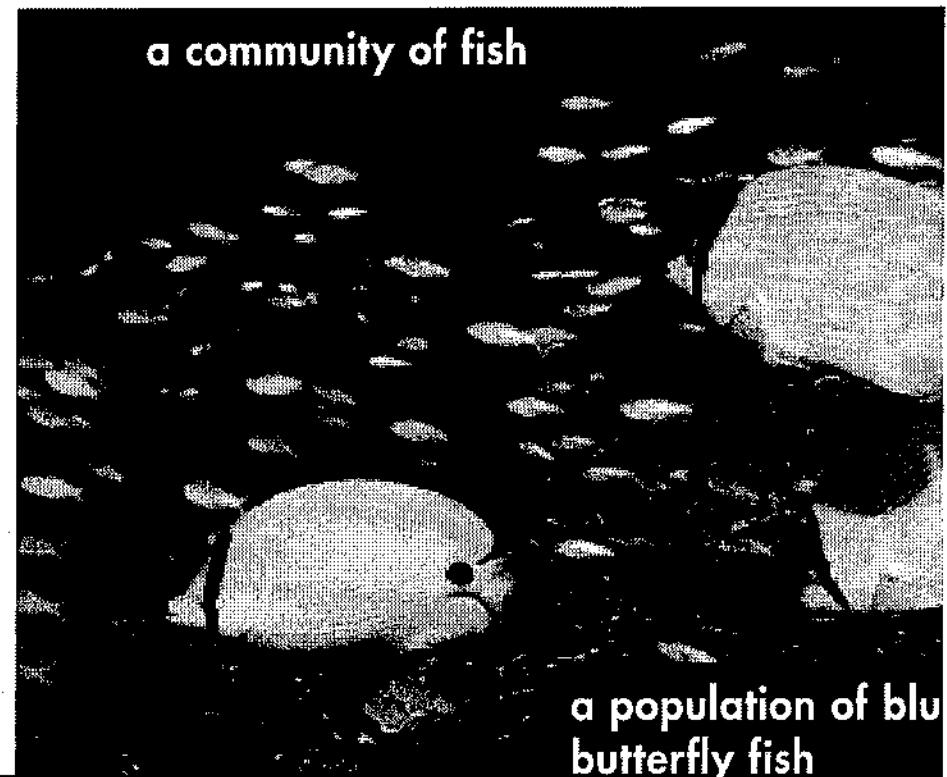
A living thing needs a home. The home is called a **habitat**. A habitat has everything a plant or an animal needs to live. A habitat can be big or small.



a monkey's habitat

Groups Within Ecosystems

Living things of the same kind that live in an area are called a **population**. All the populations in the same place form a **community**. Populations in a community depend on each other. Populations can change if part of an ecosystem changes.



a community of fish

a population of blue butterfly fish

Energy in Ecosystems

Every living thing needs energy to live and grow. Living things get energy in different ways. A living thing that makes its own food is called a **producer**. Most plants are producers.

A fern takes in sunlight to make food.



Mushrooms break down a dead tree for energy.

Many living things cannot make food. They get energy from food they eat. A living thing that eats other things is a **consumer**. A **decomposer** breaks down waste for energy. Decomposers get energy from dead plants and animals.



Puffins eat fish to get energy.

Food Chains

Ecosystems get energy from sunlight. Producers change the sun's energy into food energy. Consumers eat producers. The energy is passed along. Energy moves from one living thing to another in a **food chain**.

Some consumers eat only plants. They are **herbivores**. Some consumers eat only animals. They are **carnivores**. Some consumers eat both plants and animals. They are **omnivores**.



The first link in this food chain is the sun.

The prairie dog may be eaten by an eagle.

Grass uses the sun's energy to make food.

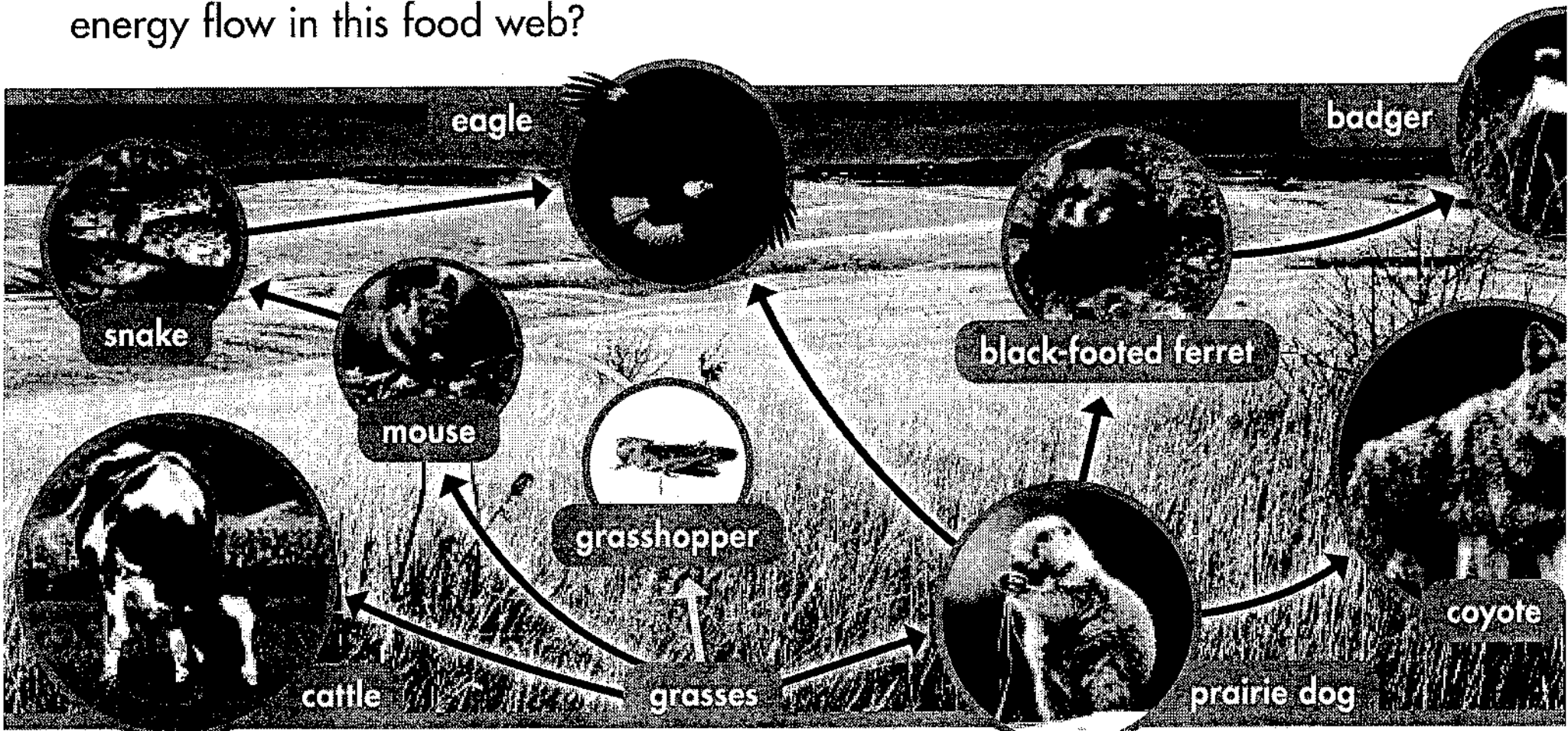
The prairie dog eats grass.

Food Webs

Do you eat the same food at every meal? Many animals do not either. Ecosystems have many food chains. Connected food chains form food webs. Look at the picture. How does energy flow in this food web?

Changes in Food Webs

All the living things in a food web are connected. If one part of a food web changes, the other parts change too. What would happen to the food web shown here if the grass died?



Ecosystems Change

Ecosystems change. When a tree falls, more sunlight gets to plants on the ground. Plants that need more light will grow better. Plants that need shade may die. Birds that lived in the tree will move. Other animals will live in the fallen tree.

Living Things Cause Change

Living things change their environments. Groundhogs dig underground. The digging can harm crops and tree roots. But changes can be helpful too. Groundhogs mix the soil as they dig. This makes the soil better and helps plants grow.



A fallen tree is the habitat of a salamander.



groundhog tu

Natural Events Cause Change

Natural events can change ecosystems. Fires can burn forests. Fires may kill many trees and animals. Not all living things are harmed by changes to ecosystems. A fire also clears dead plants from the forest. Then new plants can grow.

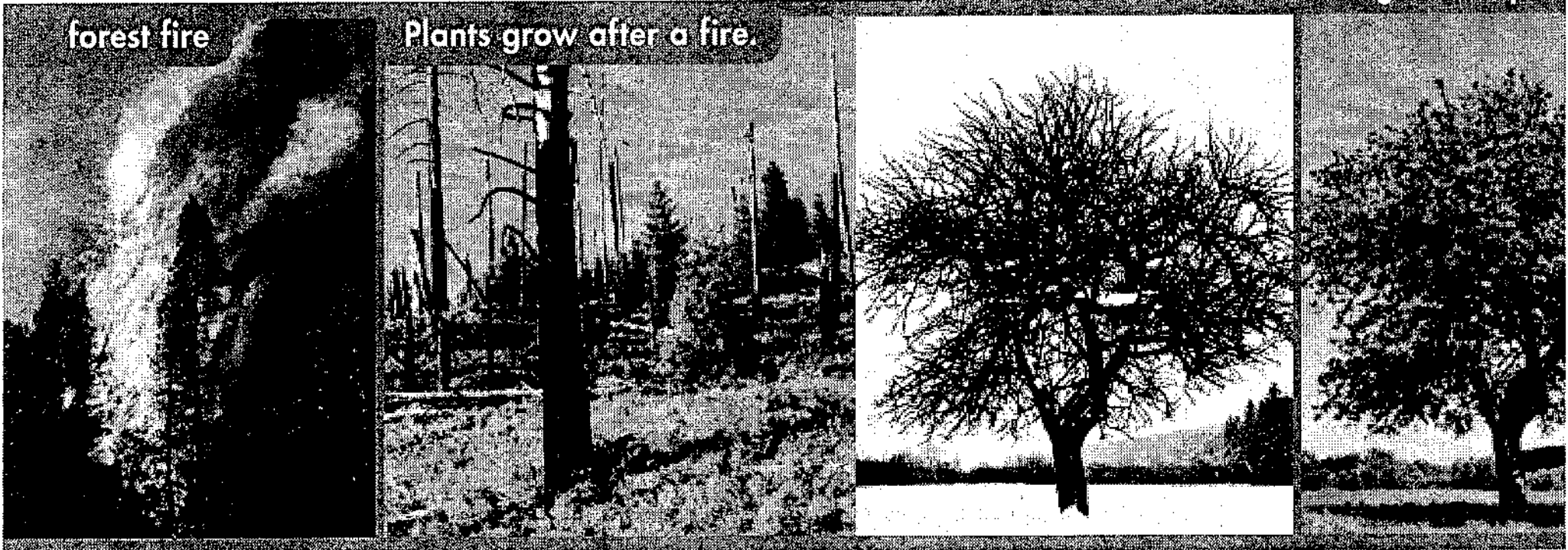
Seasons Cause Change

Plants and animals have adaptations. **Adaptations** are traits that help living things survive. Different seasons bring changes to some ecosystems. Adaptations help animals live through different seasons.

Some trees lose their leaves in winter. They need less water. New leaves grow in spring.

forest fire

Plants grow after a fire.





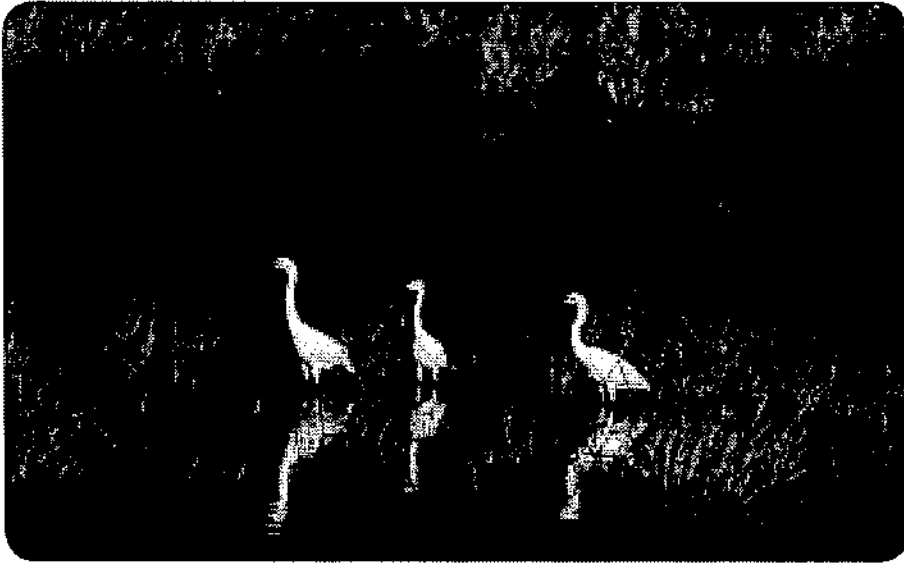
Glossary

- adaptation** a trait that helps a living thing survive in its environment
- community** all the populations that live in the same place
- consumer** a living thing that eats other living things
- ecosystem** all the living and nonliving things that interact in an environment
- food chain** the movement of energy from one type of living thing to another
- habitat** the home of a living thing
- herbivore** a consumer that eats only plants
- population** all the living things of the same kind that live in the same place
- producer** a living thing that makes its own food
-

After Reading

Did you understand?

 Write or  draw your answers on your own paper.

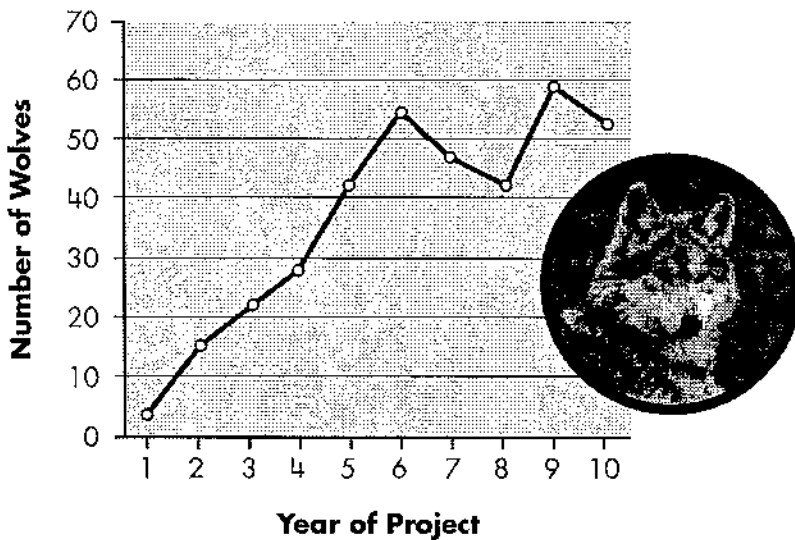


1. What are some parts of an ecosystem?
2. What happens when one part of an ecosystem changes?
3. Draw an adaptation of a tree for winter.

Read a Graph

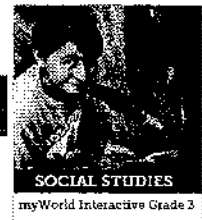
Wolves lived in a habitat. Then people moved there. The wolves had to move to a new habitat. Scientists raised more wolves and let them loose in the wild. This graph shows how the wolf population changed.

Changes in Wolf Population



 Write your answers on your own paper.

1. In which year was the wolf population the largest?
2. How did the wolf population change from Year 1 to Year 6?



People move to a new place for many reasons. Some need to find work. Some want religious freedom or a safe place to live. Some hope to earn more money. Some move to be closer to their family.

The Promise of America

People who move from one country to settle in a different country are called **immigrants**. Immigrants started coming to North America hundreds of years ago to start new lives.

Some of the first immigrants were people from Spain, France, and England. In the 1600s and 1700s, they crossed the Atlantic Ocean to come to North America. They settled in the Southeast, the Northeast, and even as far north as Canada.

In 1783, the United States won its independence from Great Britain. At that time, the nation was made up of 13 states, and all of the states were located in the East.

The West was a huge open land with many rivers and mountains. The soil was rich for farming, and gold could be found in the streams and rocks. While people were looking for gold, they also found other minerals, such as silver. People found many ways to earn money in the West.

In the mid-1800s, thousands of immigrants from Europe and Asia came to the United States. Most settled in cities along the East and West coasts where there were many jobs and places to live. Other immigrants bought or rented land to farm.

Most European immigrants sailed across the Atlantic Ocean and into New York Harbor. One of the first things they saw there was the Statue of Liberty. Even today, it welcomes immigrants.

The Statue of Liberty in New York Harbor has welcomed immigrants to the United States since 1886.

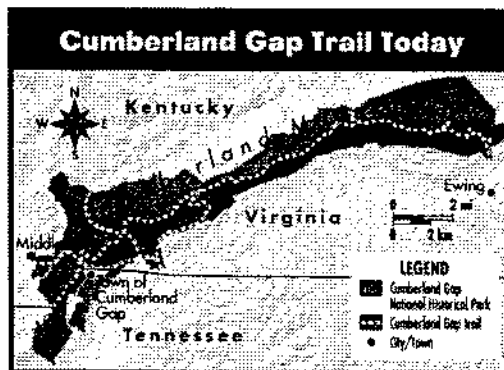


Americans Move West

As more immigrants came and cities became crowded, many people looked for more land in the American frontier. A **frontier** is a region that forms the edge of a settled area. People crossed steep mountains and wide rivers. The search for more land was dangerous. An explorer named Daniel Boone helped make this search easier.

The Cumberland Gap trail had been used by American Indians for many years. It ran through the Cumberland Mountains. The map shows the Cumberland Gap trail today.

In 1775, Boone worked with 28 men to widen the Cumberland Gap trail and add new paths. This new road was called the Wilderness Road. Wagons could now travel through the mountains. As a result, thousands of settlers and explorers traveled west, beyond the Appalachian Mountains. In 1805, Zebulon Pike (ZEB yuh lun pyk) explored the Mississippi River. Davy Crockett began exploring present-day Tennessee in 1813.



1. **READING CHECK** Describe how Daniel Boone changed the community by widening the Cumberland Gap trail.

Notebook

The Homestead Act

The number of settlers moving west grew after 1862. In that year, the United States government passed the Homestead Act. A **homestead** is an area of land that includes a house and its buildings.

The Homestead Act allowed many Americans to get 160 acres of land for little money. The act helped people settle western lands. It helped the country add new states. Sadly, it also led to forced removal of American Indians from the land.

To be a homesteader, a person had to



Families could buy land to start a new life in the West.

build a house and live on the land for five years. After that, the person owned the land. Thousands traveled west to find a new home. By the 1900s, there were 600,000 homesteaders in the West.

Many homesteaders were immigrants. Others had been slaves in the South. By moving west, people started new lives. They farmed and fed their families. They started new communities and enjoyed religious freedom.

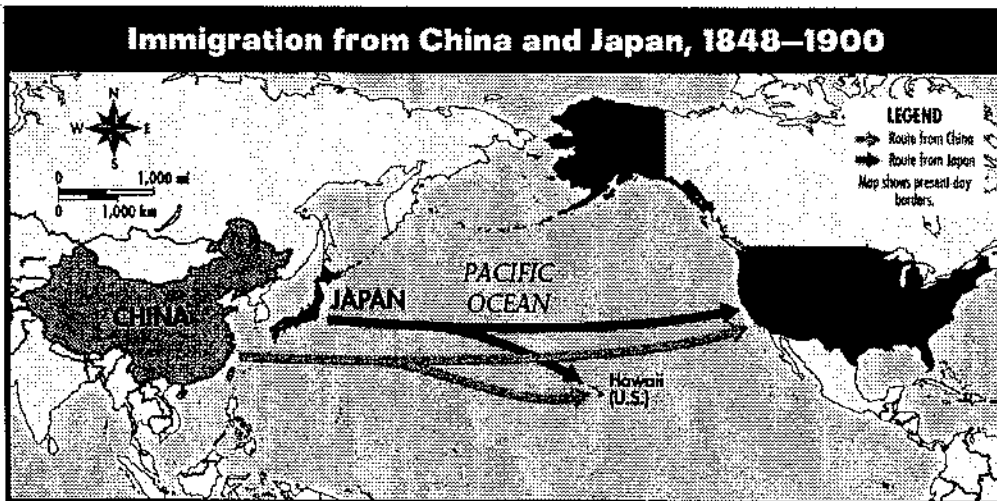
Life for homesteaders in the West was difficult. They built homes using any **materials** they could find. They carried water in buckets. They grew all of their food. Neighbors were far from each other, so it was difficult to get help. Many people returned home because life was harsh.

2. **READING CHECK** Draw Conclusions Highlight one detail that supports the conclusion that homesteaders started communities to fulfill a need for material well-being.

Immigrants From Asia

In 1848, people discovered gold in California. During the **gold rush**, thousands of people came from around the world to search for gold. Some of these people formed communities to meet their need for **financial** well-being.

Many immigrants came from China during the gold rush. At first, Americans welcomed them. However, some Americans thought that Chinese immigrants were taking too many jobs. In 1882, the United States government passed the Chinese Exclusion Act. **Exclusion** means “keeping people out of a place.” This act stopped immigration from China for ten years.



3. **READING CHECK** Use the scale. **Measure** the distance in miles immigrants from China traveled to reach the continental United States.

Lesson 2 Check

4. **Draw Conclusions Analyze** the lesson and draw a conclusion about how each of these events changed communities in the United States.

Wilderness Road:

Homestead Act of 1862:

Gold Rush:

Chinese Exclusion Act of 1882:

Notebook

5. **Describe** what you think it was like to cross the Atlantic Ocean by ship in the 1800s.

Notebook

6. **Understand the QUEST Connections** List answers to these questions about immigrants: How do people travel? What do people do? Where do they live?

Notebook

Answer Key

2 A New Home in America

Objectives
Read, understand, and analyze the text.
Identify the main idea and supporting details.
Analyze the text for its purpose and audience.

Vocabulary
immigrant
frontier
homestead
gold rush
exclusion

Academic Vocabulary
material
franchise

Understand The BIG Question
I will know how people's lives change when they move to a new country.

Jumpstart Activity
In groups, think of family members or people you know who came to the United States from another country. Write a list. Share your list with the class. Find each country on a world map or globe.

People move to a new place for many reasons. Some need to find work. Some want religious freedom or a safe place to live. Some hope to earn more money. Some move to be closer to their family.

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